

Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: [Dental Assisting](#)

Contact person: [LeeAnn Redifer, SAC Chair](#)

For LDC/DE: Core outcome(s) assessed: _____

For CTE: Degree or certificate* assessed: [#5 Professional Competence](#)

*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and
send to learningassessment@pcc.edu by **June 21, 2013** with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

The PCC Dental Assisting Program is a challenging one year program with complex assessment processes occurring throughout the student's training. Graduates must be competent in assisting chairside. They also need to be competent in basic oral health, taking radiographs, dental anatomy, vitals, dental materials, patient management, medical emergencies and pharmacology.

When students graduate from PCC they are ready to obtain the certificates required by the Oregon Board of Dentistry and to pass the DANB (Dental Assisting National Board) exams. Our students are also ready for the EFDA (Expanded Functions Dental Assisting), which allows graduates to make temporary crowns, polish teeth, place temporary materials in a tooth, preliminarily fit crowns and make adjustments outside of the mouth, remove temporary crowns, polish amalgam restorations and remove supragingival cements from crowns, bridges, bands or brackets with a hand instrument before a dentist checks the patient.

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made.

Several areas of improvement were identified while assessing the attainment of program outcomes of the 2012-13 graduates. The changes include:

1. **Incorporate more projects like this mock board in a smaller scale during fall and winter terms. These actions will emphasize technique and documentation and will help relieve students' anxiety during projects.**
2. **Incorporate more flowcharts regarding these exams to assist students with their organizational skills.**
3. **Incorporate more timed exercises to assist students with time management and creating more teamwork.**
4. **Emphasize professional skills and ethics while working in the lab at times of high stress.**
5. **Incorporate instruments (XCP instruments) required for taking radiographs in the student issue to help develop confidence and professional skills sooner.**

For each outcome assessed this year: **The DA Program Outcome addressed with this project:**

Outcome # 5 Professional Competence: Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined Profession or advanced academic

2. Describe the assessment design (tool and processes) used. Include relevant information about:

- The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).

This was a timed assignment to evaluate technical skills, attention to detail, time management, patient management, and professionalism and infection control. It was performed as a final called the MOCK board.

Students were asked to take a full set of radiographs ranging from 18-21 individual films. Students had the freedom to choose a total of 3 retakes, if they deemed original films un-diagnostic. They were to complete set up and break down of rooms, release patient and complete chart documentation per PCC protocol in 90 minutes. After the 90 minutes another set of students were to come in the radiology rooms (operatories) to start their MOCK board.

Students could obtain 110 total points for professionalism, infection control and chart documentation.

Students could obtain 54 points for technique. Total points for the exercise: 165 points.

Student had to have a 37 and above in the technique portion, independent of how well they did in chart documentation to be able to pass the exam. Overall they needed an 87% to pass.

- The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?

38 students took this MOCK board. Each had their own patient. This group of Dental Assistants was chosen because before they graduate they will have to send in a similar exercise to get their radiology certificate. This test is part of the Dental Assisting curriculum.

- Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.

Rubrics are included. Please check pages following this report.

- How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

One instructor analyzed the technical aspect and had the final say in the chart documentation protocol. Her assistant checked time management, infection control and preliminary chart documentation.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.

All students performed generally well with chart documentation. They had to be allowed to complete these tasks the following day to receive full points though. They ran out of time to finish. Many students were too nervous to complete the technical skills. There were multiple errors in placing films in the mouth backwards, not aligning instrument and instrument rings correctly, therefore requiring more retakes. Using the wrong size of films for a certain area of the mouth. These were errors that had not been occurring while they were seeing "regular patients."

Also due to nervousness, students mounted radiographs incorrectly. This had not been happening prior to this test.

After allowing students to finish chart documentation and allowing for 3 retakes at a later date (if students ran out of time). Twenty-five (25) students passed.

- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

Technical skills were not to the level of prior performance. Students made simple mistakes that they normally would not make.

Documentation, infection control and time management was good overall. But they were allowed to finish paperwork at a later date to get full points.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

Every student will now have their own set of instruments (XCP instruments) in their student issue. They will use them to practice sterilization techniques, assembling of the XCP instruments, placement in the mouth (initially peers, family and mannequins) to learn techniques and patient management. By the time they see patients, assembling and placement will become second nature. Students will become competent sooner.

The technical results lead us to believe that more of these tests (smaller scale) need to be incorporated into the curriculum during fall and winter terms. If students get passed the nervous state they will be better prepared to see patients at PCC and at their extern sites during spring term.

There needs to be more emphasis on chart documentation. There is a lot to learn and incorporating a "fake" chart for each student where they actually have to complete all documentation for the project of the day, will help them learn and retain the protocol for PCC (protocol for PCC is very close to the protocol of most dental offices). This will be a good exercise for them.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

This exercise is valuable to the student's learning. But I think it is worth too much of their grade at 40%. Incorporating smaller, timed exercises throughout fall and winter term is better. These exercises would not include 18 films. It could include six anterior films, then 4 BWX films, 8 posterior films, culminating with the MOCK final of 18 films with a real patient.

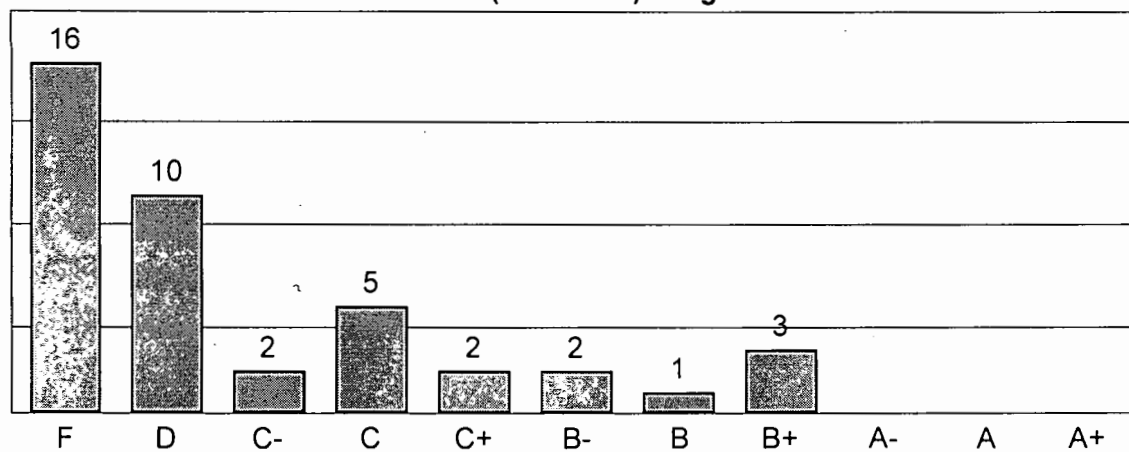
This exercise does prepare students for a “real world” environment. In the real world they will be under time constraints while at the same time maintaining ethical standards, professional skills AND managing the patient and team members.

Allowing more time would not help with time management. In a real office a full set of radiographs should take 15 minutes. Students were given ninety (90) minutes to complete the task. However, if they have smaller tests throughout the curriculum, they will be able to better account for their time.

Students had to be remediated Winter term. If they were close to passing, they were allowed retakes or an additional mock board was given. Students scoring low received an incomplete grade and were remediated during the first two (2) weeks of Spring term. The changes described above are believed to create a high passing rate the first time this full Mock board is taken.

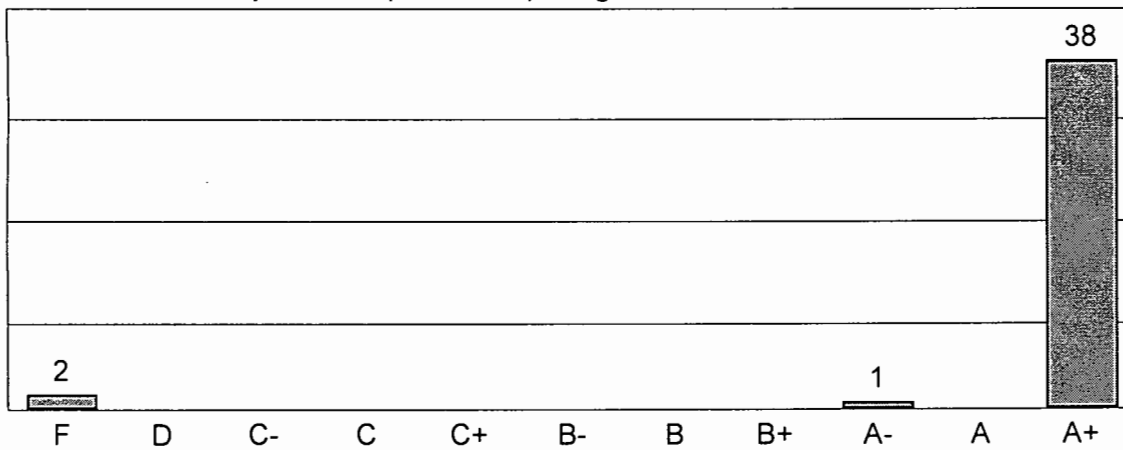
ASSIGNMENT GRAPHS for Term 2: DA 123 Radiology Lab
Magda DAngelisMorris, SCHOOL NAME, Tuesday, April 9, 2013

53. Rotation 6 Final MOCK board (1/24/2013) avg:59.3%



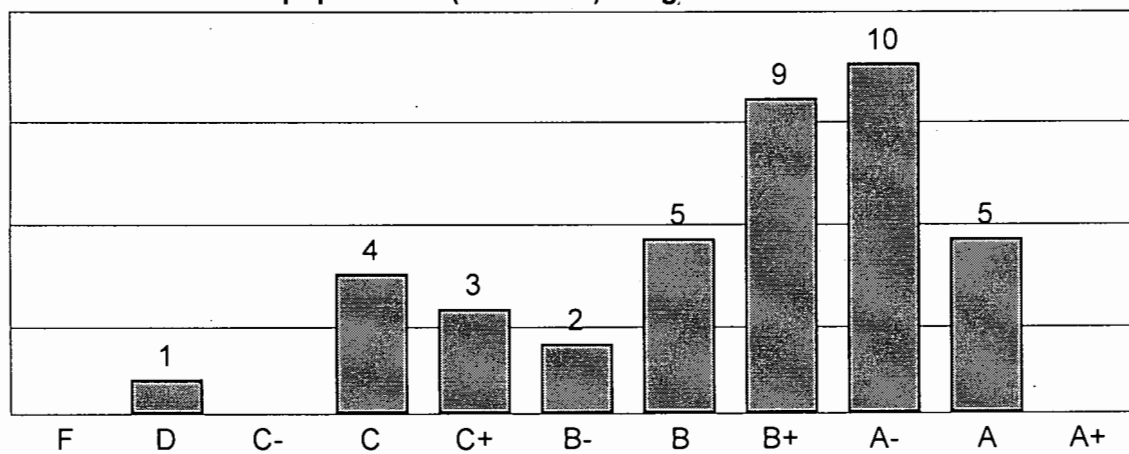
ASSIGNMENT GRAPHS for Term 2: DA 123 Radiology Lab
Magda DAngelisMorris, SCHOOL NAME, Tuesday, April 9, 2013

55. Rot 6 Final Paperwork (1/24/2013) avg:94.9%



ASSIGNMENT GRAPHS for Term 2: DA 123 Radiology Lab
Magda DAngelisMorris, SCHOOL NAME, Tuesday, April 9, 2013

54. Mock films and paperwork (3/14/2013) avg:86.7%



MOCK BOARD
DA 123
FINAL

STUDENT NAME: _____

This final is 40% of your total grade.

1. Exposure Technique
a. Graded by the Instructor _____ 54 points

2. Proper Health History/Chart
a. Signed chart, exposed _____ 5 points
b. Signed chart, service rendered _____ 5 points
c. Signed Mounts _____ 5 points
d. Signed White Book (Retake) _____ 5 points
e. Tracking slip(if PCC patient) _____ 5 points
f. Lead apron and proper setting of patient _____ 10 points
g. Developing _____ 20 points
h. Complete chart documentation _____ 10 points

3. Proper Infection control _____ 10 points
a. Room clean prior to patient with proper barriers _____ 10 points

b. Room clean after patient _____ 10 points
c. Quality Control _____ 10 points

4. Student in Proper dress _____ 5 points
(Student will not be able to do this task if they are not in uniform)

5. Are films appropriate to send to DANB? Yes _____ (score)
No _____ (score)

Total Average: _____

Comments: _____

38 students took the board.

Students were allowed 90 minutes total to:

- Review medical history.
- Set up room.
- FMX Exposure.
- FMX mounting.
- 3 retakes.
- Mounting.
- Complete paperwork.

Paperwork Criteria – follow PCC Dental Clinic Guidelines:

All chart paperwork completed:

1. Review medical history.
2. Sign and date medical history review- found in front of the medical history page.
3. Sign DA/DH slot by radiograph orders.
4. Sign and date exposure – check dual pack for BWX and FMX and single Pack for pano.
5. Enter information in green book. Note: this is an exposure and retake log. Even if no retakes were taken, the information still has to be entered.
6. Every page in the chart needs to have the patient's name and the chart number. If a page is lost, everyone will know which patient it belongs to.
7. Services rendered:
 - a. Hx- Example: medical history review. Patient is taking Albuterol as needed for asthma. Circle any areas marked yes with a red pen. Medical alert for certain conditions.
 - b. PARQ- Example: discussed treatment with the patient and he asked about radiation exposure. Answered questions to patient's satisfaction.
 - c. DX- Example: Doctor ordered FMX for this patient for proper diagnosis.
 - d. Tx- FMX taken (18 films plus 3 retakes). Note: write it out and highlight number of films taken and retakes.
 - e. Disposition- Example: Patient did well. He left in good condition.
 - f. Next: Example: Path letter to be written by doctor.
8. Sign chart entry in services rendered.
9. Chart mounting: Date, chart number, doctor prescribing or PCC/operator's name: first initial and last name.

Note: signatures include first initial and last name in legible writing. We all should be able to read and know who the operator was.

ASSIGNMENT SUMMARY for Term 2: DA 123 Radiology Lab
Magda DAngelisMorris, SCHOOL NAME, Tuesday, April 23, 2013

- Before allowance for Retakes
and finishing paperwork.
- Before remediation.

43. Rotation 6 Final MOCK board (1/24/2013) avg:55.4%

#	Students	Scores
1	Boatman, Jennifer	25/54
2	Barnett, Kristine	25/54
3	Belandcourt, Nicholas	37/54
4	Beyer, Camille	44/54
5	Billington, Kathryn	37/54
6	Book, Cara	0/54
7	Brando, Nicole	16/54
8	Bush, Katie	48/54
9	Carrasco, Irene	33/54
10	Cubankin, Rita	37/54
11	Elyse, Kristine	42/54
12	Fagan, Amy	44/54
13	Francis, Shynell	10/54
14	Gonzalez, Alicia	18/54
15	Harris, Laura	20/54
16	Hayden, Stephanie	35/54
17	Henderson, Taylor	25/54
18	Hernandez, Garcia, Juan	38/54
19	Horie, Amanda	0/54
20	Jensen, Debra	37/54
21	Macio, Terriann	28/54
22	Martin, Ashley	19/54
23	Martinez, Miller	15/54
24	Morris, Michael	34/54
25	Wright, Michelle	30/54
26	Wright, Angela	40/54
27	Wright, Anna	39/54
28	Yee, Andrea	32/54
29	Yensen, Gela	32/54
30	Richard, Chelsea	13/54
31	Camacho, Samuel	47/54
32	Castro, Traci	41/54
33	Kopitskaya, Olga	41/54
34	Leah, Yvonne	36/54
35	Rockwell, Laura	36/54
36	Shakya, Selma	30/54
37	Swerman, Jordan	17/54
38	Samuel, Ace	40/54
39	Stevenson, Greg	34/54
40	Weinstein, David	40/54
41	Wise, Noelle	12/54

44. Rot 6 Final Paperwork (1/24/2013) avg:79.9%

#	Students	Scores
1	Boatman, Jennifer	102/110

2	Sennett, Kristina	96/110
3	Seaneccourt, Nicholas	104/110
4	Seyan, Camille	103/110
5	Shillington, Kathryn	94/110
6	Shook, Carla	0/110
7	Shubert, Nicole	84/110
8	Sisti, Katie	106/110
9	Stannescu, Miron	102/110
10	Stabenko, Rita	94/110
11	Stoner, Nicolette	102/110
12	Steenberg, Anne	103/110
13	Stevens, Sheneke	80/110
14	Stimato, Alana	84/110
15	Storrs, Dawn	88/110
16	Styler, Stephanie	82/110
17	Sturgeson, Tanya	108/110
18	Sturgeson, Tanya	93/110
19	Sturgeson, Tanya	0/110
20	Sturgeson, Tanya	103/110
21	Sturgeson, Tanya	81/110
22	Sturgeson, Tanya	78/110
23	Sturgeson, Tanya	82/110
24	Sturgeson, Tanya	102/110
25	Sturgeson, Tanya	100/110
26	Sturgeson, Tanya	81/110
27	Sturgeson, Tanya	89/110
28	Sturgeson, Tanya	84/110
29	Sturgeson, Tanya	84/110
30	Sturgeson, Tanya	76/110
31	Sturgeson, Tanya	85/110
32	Sturgeson, Tanya	95/110
33	Sturgeson, Tanya	104/110
34	Sturgeson, Tanya	108/110
35	Sturgeson, Tanya	108/110
36	Sturgeson, Tanya	87/110
37	Sturgeson, Tanya	86/110
38	Sturgeson, Tanya	56/110
39	Sturgeson, Tanya	102/110
40	Sturgeson, Tanya	106/110
41	Sturgeson, Tanya	83/110

45. Mock films and paperwork (3/14/2013) avg:75.3%

#	Students	Scores
1	Sennett, Kristina	127/164
2	Sennett, Kristina	121/164
3	Seaneccourt, Nicholas	141/164
4	Seyan, Camille	147/164

5	Warrington, Karyn	131/164
6	Wax, Carla	
7	Wendell, Nicole	100/164
8	Wen, Kara	154/164
9	Whitney, Michelle	135/164
10	Whitney, Rita	131/164
11	Wimmer, Nicole	144/164
12	Winters, Amy	147/164
13	Winters, Shenequa	90/164
14	Winters, Alisha	102/164
15	Winters, Dawn	108/164
16	Winters, Stephen	117/164
17	Winters, Taylor	133/164
18	Winters, Garcia, Juan	131/164
19	Winters, Amanda	
20	Winters, Deborah	140/164
21	Winters, Maryann	109/164
22	Winters, Ashley	97/164
23	Winters, Michelle	82/164
24	Winters, Michelle	136/164
25	Winters, Michelle	140/164
26	Winters, Tanya	121/164
27	Winters, Anna	128/164
28	Winters, Andrea	116/164
29	Winters, Carla	116/164
30	Winters, Chaise	89/164
31	Winters, Samuel	132/164
32	Winters, Kiera	137/164
33	Winters, Olga	145/164
34	Winters, Yvonne	144/164
35	Winters, Laura	144/164
36	Winters, Selma	107/164
37	Winters, Lorna	106/164
38	Winters, Ang	96/164
39	Winters, Orie	136/164
40	Winters, Lora	146/164
41	Winters, Sandra	92/164

ASSIGNMENT SUMMARY for Term 2: DA 123 Radiology Lab
Magda DAngelisMorris, SCHOOL NAME, Tuesday, April 23, 2013

- After allowance for
retries and finishing paperwork
- After Remediation.

53. Rotation 6 Final MOCK board (1/24/2013) avg:60.7% std:22.2%

#	Students	Scores
1	Bartolo, Jennifer	25/54
2	Bellotti, Kristine	34/54
3	Belandier, Nicholas	37/54
4	Bryan, Carlie	44/54
5	Buntington, Kathy	37/54
6	Cook, Carol-Ann	0/54
7	Cranford, Nicole	38/54
8	Csen, Katie	48/54
9	Dannese, Mione	33/54
10	Dobenko, Rita	48/54
11	Diner, Neelene	42/54
12	Eggenberg, Anna	44/54
13	Francis, Sheneice	10/54
14	Gonzalez, Amana	42/54
15	Harris, Dawn	27/54
16	Hoyden, Stephanie	35/54
17	Henderson, Taylo	45/54
18	Hernandez Garcia, Juan	38/54
19	Horta, Amanda-Ann	0/54
20	Jensen, Debra	37/54
21	Jordan, Terlyn	28/54
22	Karin, Ashley	19/54
23	Korits, Michael	34/54
24	Kurt, Michael	30/54
25	Musai, Katar	40/54
26	Norquist, Amy	39/54
27	Olea, Andrea	32/54
28	Pacheco, Celia	32/54
29	Petro, Chelsea	27/54
30	Ramirez, Samuel	47/54
31	Remington, Tracie	41/54
32	Reprintsev, Olga	41/54
33	Rodriguez, Yvonne	37/54
34	Rockwell, Laura	37/54
35	Shahya, Selim	34/54
36	Shamian, Jordan	17/54
37	Simmet, Amy	40/54
38	Stevenson, Greg	37/54
39	Therrien, Trudy	40/54
40	Whitney, Wile	15/54
41	Wison, Sandra	12/54

54. Mock films and paperwork (3/14/2013) avg:87.7% std:5.9%

#	Students	Scores
1	Bartolo, Jennifer	135/164

2	Bentley, Kristina	144/164
3	Berango, Nickie	147/164
4	Bryan, Candice	154/164
5	Buttington, Kethin	147/164
6	Book, Carlaewin	
7	Brandt, Nicole	148/164
8	Boen, Kate	158/164
9	Battrescu, Miron	143/164
10	Buback, Rita	148/164
11	Burner, Nicholas	152/164
12	Beggs, Anna	154/164
13	Berry, Sherelle	120/164
14	Burke, Anna	152/164
15	Burns, Dawn	137/164
16	Blyden, Stephen	145/164
17	Burke, May	155/164
18	Bernandez Garcia, Juan	148/164
19	Belle, Annae-will	
20	Beyser, Deborah	147/164
21	Burns, Marilyn	138/164
22	Burns, Ashley	129/164
23	Burns, Michael	144/164
24	Burns, Michael	130/164
25	Burns, Maria	150/164
26	Burns, Anna	149/164
27	Burns, Anna	142/164
28	Burns, Gail	142/164
29	Burns, Chessa	137/164
30	Burns, Sandra	157/164
31	Burns, Trace	151/164
32	Burns, Olga	151/164
33	Burns, Yvonne	147/164
34	Burns, Leona	145/164
35	Burns, Sam	141/164
36	Burns, Linda	127/164
37	Burns, Ann	150/164
38	Burns, Cree	147/164
39	Burns, Thon	150/164
40	Burns, Mike	125/164
41	Burns, Sandra	122/164

55. Rot 6 Final Paperwork (1/24/2013) avg:95.1% std:21.8%

#	Students	Scores
1	Burns, Jennifer	110/110
2	Burns, Kristina	110/110
3	Burns, Nicole	110/110
4	Burns, Candice	110/110

5	Kirlington, Kathryn	110/110
6	Lock, Carolee	0/110
7	Orndall, Nicole	110/110
8	Seh, Kara	110/110
9	Vatrascu, Mihaela	110/110
10	Orlenko, Rita	110/110
11	Finer, Nicolette	110/110
12	Agarwal, Anurag	110/110
13	Francis, Sheralee	110/110
14	Grimm, Alana	110/110
15	Harris, Dawn	110/110
16	Hayden, Stephanie	110/110
17	Henderson, Taylor	110/110
18	Hernandez Garcia, Julia	110/110
19	Holtz, Amanda-Lee	0/110
20	Jensen, Debra	110/110
21	Luado, Yelina	110/110
22	Mah, Asha	110/110
23	Morris, Michael	110/110
24	Mum, Michael	110/110
25	Musa, Fatma	110/110
26	Norquist, Anna	110/110
27	Olea, Andrea	110/110
28	Pacheco, Carl	110/110
29	Prichard, Chasler	110/110
30	Ramirez, Samuel	110/110
31	Reynolds, Tracy	110/110
32	Rodriguez, Olga	110/110
33	Rodriguez, Yvonne	110/110
34	Rockwell, Lari	108/110
35	Sakya, Sema	110/110
36	Sherman, Jordan	110/110
37	Smith, Ava	110/110
38	Thompson, Cree	110/110
39	Weinman, Tracy	110/110
40	Winters, MIE	110/110
41	Wilson, Sandra	110/110

CTE Assessment Plan

Certificate: Dental Assisting

Submit to learningassessment@pcc.edu by November 15, 2010

1. Outcome	2. Maps to a Core Outcome?	3. Assessment Setting/Method	4. When will assessment take place ?
Engage in a broad range of communication skills for the purpose of analyzing dental situations and anticipating the needs of the dentist and patient using appropriate language and modality.	Communication	<p><u>Setting:</u> Lecture</p> <p><u>Method:</u> Research Paper, Table Clinic and Oral Presentation: Students research and submit a written report on a Patient Special Need Topic. They then develop a table clinic on the topic and present the table clinic to classmates and advisory committee members Spring Term. All three methods are evaluated using a grading rubric.</p>	<u>Spring:</u> DA 114
Help an organization thrive in a diverse, rapidly changing and increasingly global healthcare environment.	Community and Environmental Responsibility	<p><u>Setting:</u> PCC Dental Clinic, Radiology Lab</p> <p>Clinical Community Rotation</p> <p><u>Method:</u> Week student Journal Reflections, Skill tests wks 3,6,9, Daily evaluations on Safety and Asepsis following OSHA Guidelines. Correct Disposal of Hazardous Waste (fixer and lead) in the Radiology Lab.</p>	<p><u>Spring:</u> DA 115, DA 123</p> <p>DA 115</p>
Identify problems and apply appropriate methods of reasoning to develop creative and practical solutions for personal, professional, client (patient) and dental community issues.	Critical Thinking and Problem Solving	<p><u>Setting:</u> Clinical</p> <p><u>Method:</u> Clinical Skill Evaluations assessing performance while assisting during patient care.</p>	<u>Spring:</u> DA 115
Respond effectively to diverse client (patient) needs in an increasingly global marketplace by	Cultural Diversity	<u>Setting:</u> PCC Dental Clinic	<u>Spring:</u> DA 113, 115

applying problem solving skills.		<u>Method:</u> Professionalism assessed during patient care. Students expected to recognize the diversity of the patient and respond appropriately before, during and after patient care. Assessed by professionalism scoring guide.	
Function as a valued team member exhibiting professional skills, ethics, sustainability and social responsibilities by achieving the following: Oregon Radiological Proficiency Certificate, Oregon Sealant Certificate, Oregon Soft Reline Certificate and acquire the knowledge to successfully pass the Certified Dental Assisting (CDA) exam.	Professional Competence	<u>Setting:</u> Clinical <u>Method:</u> Clinical Skill Evaluations on performance while assisting during patient care, exposing radiographs and performing expanded functions.	<u>Spring:</u> DA 115, 125, 119
Actively build personal skills by identifying, assessing and participating in learning opportunities that contribute to personal and professional growth in the dental health care setting	Self-Reflection	<u>Setting:</u> Lecture and attendance at Professional Meetings. <u>Methods:</u> Students write a Philosophy Paper as well as write a paper on their attendance at the Oregon Dental Association Conference. Both are graded through utilization of a grading rubric.	<u>Spring:</u> DA 156

5. For Programs that are beneficiaries of Perkins funding: Identify assessments that will comprise the TSA.

Dental Assisting National Board Testing (DANB): Certified Dental Assistant, General Chairside, Infection Control Exam, Radiation and Health